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ABSTRACT

In March 1985, the Escambia County School District in Florida entered a public-private partnership with more than 500 employers through the Private Industry Council and began a series of Job Training Partnership Act (JTPA) programs to meet the employment and training needs of disadvantaged youth and adults living in the local community. The program provides a continuum of remedial education, job training, and employment services that has achieved the following results: 291 disadvantaged youth achieved a half-grade level gain in their academic functioning after only 3 months of remedial instruction in a computer-assisted instructional program, 993 non-JTPA students were also able to benefit from the program during fiscal 1987, 8 recipients of Aid to Families with Dependent Children completed teachers' aide training and found employment in the Escambia County School District, 348 youth and adults were recruited and referred to occupational skills training at the George Stone Area Vocational Technical Center, and 53 handicapped students received training in the construction trades. The JTPA employment component of the continuum has helped 511 special needs youth find employment through several different placement programs. This project report includes an operating procedures guide (covering start-up, laboratory set-up, student management, proctor activities, and laboratory behaviors); information sheets for students and teachers; project forms; and training materials for students, teachers, and proctors. (MN)

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THE ESCAMBIA COUNTY SCHOOL DISTRICT JTPA VOCATIONAL PROGRAM:

How the Escambia County School District and the Private Industry Council of SDA #1 are Working Together to Prevent High School Dropouts, Boost Economic Development, and Put People Back To Work

Computer Assisted Instruction

U.S. DEPARTMENT OF EDUCATION
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STATE VOCATIONAL CONFERENCE

Orlando, Florida
August 3-6, 1987

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FORWARD

In March, 1985, the Escambia County School District entered a public/private partnership with more than 500 employers through the Private Industry Council and began programs under the Job Training Partnership Act (JTPA).

The purpose of this partnership is for the private sector to work with educators to more effectively meet the employment and training needs of disadvantaged youth and adults in our community.

Immediately upon taking office less than 3 years ago, Superintendent Mike Holloway gave a priority status to the JTPA locally and began giving statewide direction as a member of the Governor appointed State Job Training Coordinating Council. District Staff and Principals met to mobilize a delivery system throughout the district to support disadvantaged students. These efforts have resulted in a continuum of remedial education, training, and employment services being established that has received state and national recognition.

The District JTPA Program has completed its second full year of operations. During this time, our remedial education activities have resulted in 291 disadvantaged youth functioning below grade level realizing a minimum of a .5 grade level gain in 3 months of remediation through the Computer Assisted Instruction Program located in six area high schools. 993 non-JTPA students were able to benefit from participating in this program: (FY'87).

The JTPA training component has resulted in 8 AFDC recipient parents of elementary students enrolled in inner city Brown-Barge Elementary School being trained as Teacher Aides and employed in the Escambia County School District through the Teacher Aide Training Program (FY'85), 348 youth and adults recruited and referred to Occupational Skills Training at George Stone Area Vocational Technical Center resulting in approximately $500,000.00 in new FTE's returned to the District: (43 - FY'85) (106 - FY'86) (199 - FY'87), and 53 handicapped students being trained in Construction Trades through the construction of four portable classrooms delivered at no cost to the District through the Construction Trades Youth Competency Project: (17 - FY'86) (36 - FY'87).

The JTPA Employment component of the continuum has resulted in 511 special needs youth employed through the Senior Placement Project; the Rural Resident Placement Project; and the Graduate and Dropout Recruitment Projects involving JTPA Placement Staff, OJT Coordinators, Occupational Specialists, DCT and BCE Coordinators: (211 - FY'86) (300 - FY'87).

Today, I have the pleasure of introducing to you the Escambia County School District JTPA Staff responsible for the results identified herein. The past twelve months have been productive in ways which exceeded even optimistic plans when the year began. Enclosed you will find a program summary of this past year's JTPA Program.

The results we share with you today are due to the public/private partnership with business, industry, and community leaders but also represents partnerships established between various departments and disciplines within our school system that are truly the providers for JTPA. The staff presentation today represents the Departments of Exceptional Education, Guidance Services, and Vocational Education that have teamed with the Principals in each of the area high schools to focus on disadvantaged youth through JTPA.

Thank you for joining us on this occasion. I trust that the information that we share today will be beneficial to you as you design youth programs for the future. If I can be of any service to you in this regard, please contact my office.

Thank you.

Sincerely,

LaDon Boyd

LaDon Boyd, Coordinator
Escambia County School District
JTPA Vocational Program
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Commissioner Betty Castor's Visit to Pensacola, Florida

February 12, 1987

Betty Castor, the new Commissioner of Education for the State of Florida took office at the beginning of this year. The Escambia County School District was selected for her first official visit to view various programs in the district, especially those programs that are related to her goals for Dropout Prevention, Teenage Pregnancy, Early Education, and Handicapped Children. During the day, Commissioner Castor was able to meet with teachers, visit with students and see various programs in action.

Below are her comments regarding the JTPA Computer Assisted Instruction Program in the Escambia County School District:

"This is my first opportunity that I have had since the inauguration to visit a county school district and look at a variety of programs. And I wanted especially to come here this morning to look at your computer lab - I think this is nothing short of phenomenal and I just want to commend your principal and all your school officials and school board members, like Eric Eggen, who is a member of my transition team, for inviting me and for putting together this kind of program. I have been especially interested in the challenges that face Florida. We have so many but I suppose that the number one challenge we have is keeping kids in school. I was just as disappointed as all of you this week when the Secretary of Education issued his report card. I was happy on one hand when he said our SAT scores were first in the nation in the progress we are making but disappointed to learn that we continue to have one of the highest dropout rates in the country. I am convinced that this kind of program is going to make the difference and when I look at the information showed me this morning on the progress that the students make here in relationship to the short amount of time that they have spent in this lab, I am certain that Escambia County is going to be leading the way as far as reducing the dropouts and increasing the number of students who graduate from school. I am delighted that this is available because of the JTPA Program and because of the obvious partnership between business, the Escambia County School District and the Department of Education. This is one of the best models that I can imagine and I will tell you that I am going to be going around the State talking about your program here - you are going to be having a lot of visitors come through this lab, in fact, I have already decided that it would be good to have some of your representatives come over to Tallahassee and talk to the Department of Education, as well as, the legislature about how we can increase the funding to permit us to purchase more equipment like this. Because the evidence is here."

The second stop was the George Stone Vocational Technical Center to view the Teenage Parent Program. Below are her comments to the students regarding this program:

"I am very happy to be here and see the program, as one of the areas

of interest for me as a state legislator was programs for pregnant teenager mothers. I don't think there is anything more important in life than you helping your children get a head start and continuing your own education. I am delighted to be here and see this facility and know that you can continue your own education, you can get some job skills yourself and also have such a good facility provided for your children. I just want to congratulate each one of you for personally making this commitment to enter this program because I know it is not easy and I wish that around the State of Florida we could have one of these facilities in every one of our counties. I think you are very fortunate and I am delighted to be here and to see this program. Thank you very much."

Next, Commissioner Castor visited the program at the Judy Andrews Center Construction Trades Project. Below are her comments regarding the exceptional student program there:

"The exceptional child center was also, as I say, I guess the best word for it is inspirational, to see these young people constructing classrooms on site for the school system is nothing short of really dynamic and it indicates to me that there has been not only some good strong leadership in this county but some very enthusiastic staff. So I think those are all very positive signs of a progressive school system that is accomplishing a great deal and it is interesting that in so many areas you're accomplishing things."

After her visits to some of the area schools, there was a press conference at Pensacola Junior College where she made the following comments regarding her visit:

"I commend your Superintendent and your School Board for opening the doors, for saying to me come on in, don't look at one classroom or one school, look at a whole bunch of them and see what is happening and try to absorb some of that enthusiasm that our professional educator's here in this county have. So I am going to take back some of those experiences that I had here today and in fact as far as the JTPA Program we saw this morning that puts young people who are potential dropouts into a job training program with computer aided instruction - I think that is something we should be doing all over the State of Florida and if I have anything to do with it that's going to become a top priority. You accomplished it first and you accomplished it well here in Escambia County."

Her comments regarding Dropout Prevention:

"Florida loses far too many students, we have to double our efforts at dropout prevention and I think you are doing the right things here in Escambia County. We've got to put more emphasis on working with young people. We have a large number of teenagers, girls who become pregnant, a large number. School district's in our state by and large do pretty well in saying to those pregnant teenagers, come to our alternative school and stay here but what is happening is as soon as they deliver their babies they're not getting enough support and then they drop out of school and then they go directly to the welfare rolls and the cycle starts all over again and we can never break it up. The best investment we

can make is bringing those mothers and their babies back to an educational environment, paying the cost today and ultimately teaching them a skill so that they can pay for and sustain their own families. Today I saw your program at the George Stone Vocational Center, where girls can come with their infants and attend either the high school or the vocational center. That's exactly what we should be doing. You had fifteen girls there with their babies. I dare say there is room to grow and you will grow because that's what is happening. They are the dropouts."

"The Computer Assisted Instruction Program exceeded our expectations this past school year. Most of the students involved in the program produced outstanding gains, and the teachers who were chosen to participate in this project were highly enthusiastic. It is probably the most important program we have implemented that adequately copes with the dropout problem. Hopefully, we will continue to see significant results in keeping at risk students in school."

Mr. J. P. Cone, Principal
Pensacola High School

PERSONAL COMMENTS

Question: Have you noticed any change in personal behavior or attendance?

"4 or 5 students have a definite behavioral improvement. In approximately 5 students, attendance has improved."

Juanita Holladay,
Reading Teacher

"Some student's attendance problem have all but disappeared. One student has become more at ease participating in the classroom since starting in the CAI Lab."

Lisa Childs,
9th Grade English Teacher

Question: In what ways have the CAI Lab assisted you with your class?

"The lab has greatly helped our class as far as discipline. We can work on a much more individual basis now."

Marilyn Bollinger,
Fundamental Math Teacher

"I think the practice with the grammar exercises and reading for comprehension are the two areas in which the program has been most helpful to my students."

Nell Smith,
11th Grade English Teacher

Question: What comments do you get from your students?

"Most students comments are positive and favorable. They work so hard in the Lab that they are almost mentally washed-out when they are finished."

Phil Graham,
Remediation Teacher

1986-87 PROGRAM SUMMARY

VOCATIONAL TRAINING

When a JTPA client has no skills in which to find employment and he/she wishes to pursue vocational training, the client is referred to George Stone Area Vocational Technical Center. The client is provided a variety of support services in order to complete training and realize permanent employment. Tuition, textbooks, tools, supplies, transportation, and other training related expenses are supported through the JTPA Program.

During this fiscal year, 199 clients were recruited and referred to occupational skills training at George Stone which generated approximately $300,000.00 in new FTE's for the District. This is a 187% increase over FY'86.

COMPUTER ASSISTED INSTRUCTION YOUTH COMPETENCY DROPOUT PREVENTION PROJECT

The Computer Assisted Instruction Youth Competency Dropout Prevention Project was contracted to improve basic and remedial skills for economically disadvantaged students. Using a masterhost system, a pilot program was inaugurated at Pensacola High in 1986. Its success encouraged creation of computer laboratories in six area high schools with 108 terminals to serve basic and remedial students functioning below grade level. The goal: to upgrade Reading and Math performance in the classroom as contracted. This teacher directed program served 374 JTPA students this year and only two dropped out of school, which makes this a significant dropout prevention program for the Escambia County School District. This system served 1,366 total students with only 24 total students dropping out of school. Future expansion of this project will include literacy training for adult populations through the district Community Schools Program.

Students who successfully completed this project and were recommended by their school administration based on their attendance and conduct in school were reserved a slot in the Summer Youth Employment and Training Program. 291 students successfully completed this activity.

SENIOR PLACEMENT PROJECT

The district Senior Placement Project provided permanent unsubsidized employment for seniors who were about to graduate from high school and who were interested in permanent employment. Service providers for this activity were the school district Occupational Specialists, OJT Coordinators, DCT Coordinators, and BCE Coordinators located in each of our high schools. As a result of this activity, 85 youth received employment.

CONSTRUCTION TRADES YOUTH COMPETENCY PROJECT

The Construction Trades Youth Competency Project was coordinated by Judy Andrews Center with support from George Stone Area Vocational Technical Center. Thirty-six handicapped youths were trained in the construction trades for permanent unsubsidized employment. Handicapped youths were trained through construction of portable classrooms for the school district.

STAY-IN-SCHOOL DROPOUT PREVENTION PROJECT

Pine Forest High School was the service provider for a Stay-In-School Dropout Prevention Project. Economically disadvantaged potential dropouts were enrolled in this project to improve their grade point average or attendance through counseling and other human development strategies. Eighteen students successfully completed this project. They were identified as youth functioning below grade level and at risk of becoming high school dropouts. They were provided with a continuum of services through this activity. Successful completion of this project enabled students to improve their grade point average or attendance and thereby remain in school. Successful students were also reserved a slot in the Summer Youth Employment and Training Program.

OUT-OF-SCHOOL YOUTH PLACEMENT PROJECT

The Out-of-School Youth Placement Project aided economically disadvantaged youth who were graduates. They were recruited and placed in permanent unsubsidized employment. As a result of this activity, 215 youth were placed by the JTPA Staff in partnership with the Chamber of Commerce job developers.

DROPOUT RECRUITMENT PROJECT

High School dropouts were recruited through the Dropout Prevention Project into employment or training programs in preparation for job placement. 200 youth were recruited for re-entry into competency based vocational programs at George Stone Area Vocational Technical Center or provided job placement assistance through the JTPA Staff to determine individual employability or needs in occupational skills training at George Stone.

RURAL RESIDENT PLACEMENT PROJECT

The Rural Resident Placement Project served 43 youth residing in the Northern District of Escambia County. These economically disadvantaged and handicapped youth were provided permanent unsubsidized employment as a component of the district job placement contract with the Private Industry Council. This activity enabled the JTPA Program to serve residents throughout Escambia County.

SUMMER YOUTH EMPLOYMENT AND TRAINING PROGRAM

The School District worked under contract with the Private Industry Council to operate the Summer Youth Employment and Training Program. This program included an application process, orientation, coordination and student placements at approximately 300 jobsites for economically disadvantaged youth 16-21 years of age throughout Escambia County. Special programs were operated for middle school students. Target groups included handicapped, offenders, and potential dropout populations. This program emphasized the world of work, jobsite conduct and attitude, interview skills, and the responsibility of working. The remediation component of this program was satisfied through accessing the computer labs in six of our area high schools. 850 youth participated in this program this summer.

OPERATING PROCEDURES

1. Start-Up Steps

    a. Teacher Selection
    b. Scheduling
    c. Testing

2. Lab Set-Up

3. Student Management

4. Proctor Activities

5. Behavior in the Lab

ESCAMBIA COUNTY SCHOOL SYSTEM
CAI LABORATORY

START UP STEPS

	TASKS	RESPONSIBILITY	TIME
1.	Select teachers and periods	High School Administration	1 day
2.	Order & administer CAT Tests	CAI Specialist and High School Administration	3 - 5 days
3.	Teacher's Workshop	CAI Specialist	1 - 2 days
4.	Identify JTPA students	School's OS CAI Proctor	2 - 3 days
5.	Verify JTPA students	School's OS JTPA	3 days
6.	Meet with selected teachers - class lists	CAI Specialist	1/2 day
7.	Enroll classes and student numbers in computer	CAI Proctor	1 day
8.	Final meeting with selected teachers	CAI Proctor	1/2 day
9.	Classroom lecture	Classroom Teacher	1 day
10.	Start students		

The courses taken by the students will be determined by the Classroom teacher, the grade level by the CAT test, and the classes and students by the school's administration. Each individual school should establish their own CAI Program to serve their student community.

ESCAMBIA COUNTY SCHOOL SYSTEM
CAI LABORATORY

TEACHER SELECTION

The classroom teacher is the most vital element in the CAI program. A positive, progressive teacher will help motivate his/her students and provide for unlimited gains in the academic progress of his/her students.

Teachers selected for the CAI program should be willing to attend a teacher's workshop and to actively participate with their students in the Lab. This workshop is designed for the teachers to familiarize themselves with the courses available, reports available, and computers used in the Lab.

Teachers are encouraged to take several sessions at the computer to become familiar with the programs. While taking these sessions, teachers can observe the format of the exercises and responses and then consider their own reactions to the program. This process will help each teacher to understand the students' reactions and will make it easier to assist and motivate his/her students.

The classroom teacher should be able to use the CAI Lab and the CAI Proctor as a resource center for accomplishing his/her educational goals for that particular class.

The CAI Specialist will be available to individual classroom teachers to assist in the solution of any problems that might arise.

ESCAMBIA COUNTY SCHOOL SYSTEM
CAI LABORATORY

SCHEDULING

The scheduling of the students in the CAI Laboratory is a responsibility of each school. Scheduling for maximum utilization is important in order to provide adequate time on task for a large segment of the school's population.

In the high schools, in order to serve the maximum eligible JTPA students, the following classes are suggested:

a. Fundemental Math
b. Basic English
c. Remediation
d. Reading I
e. English as a second language
f. Learning Disabilities

If classes are scheduled that are only one semester courses (Remediation and Reading), an effort should be made to ensure that the eligible JTPA students are not scheduled out of the CAI Lab before they have completed their contract.

It is suggested that students be scheduled for two 10 minute lessons in a 20 minute session. Experience has indicated that students gain more rapidly using this format.

Classes should be scheduled on a regular basis to the Lab. It is suggested that they be scheduled 3 to 5 times per week for a 20 minute session.

When making the schedule, if possible, the CAI Proctor should be given one planning period in which to complete reports and/or worksheets.

At the end of each school year, consideration should be given to placing eligible JTPA students into a particular class in order to simplify CAI Lab scheduling the next school year.

The CAI Specialist will be available to any school to assist or provide added information during the scheduling process.

ESCAMBIA COUNTY SCHOOL SYSTEM
CAI LABORATORY

TESTING

All students entering the CAI program will be pre-tested and those identified JTPA students will be post-tested utilizing the California Achievement Test. Only those classes scheduled for the CAI Laboratory will be tested.

PROCEDURES

Pre-Test

1. The school will determine the number of tests needed and contact the CAI Specialist who will supply the school with the following:

   a. Test booklets
   b. Examiner's manuals
   c. Grid sheets
   d. Student answer sheets

2. Each individual school will administer the test. The students will take only the following tests:

   a. English Class - Test 1 & 2 — 54 minutes
   b. Reading Class - Test 1 & 2 — 54 minutes
   c. Math Class - Test 6 & 7 — 1 hour, 6 minutes

NOTE: A student who is in a Reading and English class both scheduled for the CAI Lab will take the test only once.

3. Tests should be completed as soon as possible. When the tests are completed, the school will contact the CAI Specialists who will take the answer sheets and test booklets to Testing and Evaluation for processing.

4. Testing and Evaluation will contact the CAI Specialists when the tests have been corrected and will supply him with the preliminary report which he will correlate to grade level scores and return to the school.

Post-Test

1. Post-testing of identified JTPA students who have not met their gain requirement through IPM must be completed by the end of May each year.

2. The test will be administered the same as number 2 above.

3. Completed tests will be returned to Testing and Evaluation by the CAI Specialist who will provide the school with the results. The scheduling and administration of the pre-test and post-test will be the responsibility of each school. Schools will be responsible for the condition and number of test booklets.

The results of the CAI pre-test will be used by the school's CAI Proctor to enroll the students at the appropriate level for courses they are assigned. The school will retain the read-out of the pre and post-test results.

The JTPA Coordinator will retain a copy of the CAI pre and post-test results on all identified JTPA students.

ESCAMBIA COUNTY SCHOOL SYSTEM
CAI LABORATORY

LAB SET UP

Each school will set up and schedule their own CAI Lab in accordance with that school's policy and organization. The following items are to be used as a checklist prior to the start of students in the Lab.

A. Proctor Trained.

1. How to use Routines.
2. What CCC courses are available
3. Class and student numbers assigned.
4. Familiar with the Proctor's Handbook.
5. Introduction to Troubleshooting.

B. Teacher's Workshop

1. CCC courses available.
2. How to take a session.
3. Importance of the Teacher's Handbook.
4. Enrollment form.

C. Set up classes and enroll students.

D. Establish rules for CAI Lab.

E. Set up CAI file and record system.

1. Folders for classes.
2. Copy of CCC literature.
3. Start a Lab Log.
4. Library for teacher's manuals.

F. How to get Reports.

1. When and to whom.

G. Care of equipment.

1. How and to whom to report trouble.

H. Decide with the classroom teachers how to introduce students to the courses and to the Lab.

I. Start students.

1. Assist students not only with the mechanics of the computer terminal, but also the courses they are taking.

ESCAMBIA COUNTY SCHOOL SYSTEM
CAI LABORATORY

STUDENT MANAGEMENT

1. Students, in two groups (Groups A or B), will be sent to the CAI Lab so that Group A arrives 5 minutes after the period begins. The teacher will send a pass with each group:

   a. Number of students to Lab
   b. Date
   c. Time
   d. Signature

   Group A will be sent back to the classroom with a similar pass. When Group A arrives in the classroom, the teacher will send Group B with a pass. Group B students will remain in the CAI Lab until the period ends.

2. Students who are tardy to the CAI Lab, noisey, or cause a disturbance while transitioning to or from the classroom will be sent to the Dean.

3. Tardy students to the classroom will not be allowed to straggle to the CAI Lab.

4. Short (special) bell schedules will be 1/2 period minus 5 minutes.

   EXAMPLE: (a) 40 minute period - 15 minute session
   (b) 30 minute period - 10 minute session

5. No CAI Labs the week of semester exams.

6. Classroom teachers may cancel a CAI Lab period for special events with advanced notice.

7. When the CAI Proctor is absent, the Lab will be closed, unless there is a trained substitute proctor available.

ESCAMBIA COUNTY SCHOOL SYSTEM
CAI LABORATORY

REGULAR ACTIVITIES

The CAI Proctor will use the following as an outline of the regular duties that are required in the operation of the Lab.

Daily:
1. AM check equipment
2. Run BACKUP TAPE (where applicable)
3. Microhost in Multi-user mode
4. Maintain Lab Log
5. Student count sheet
6. Assist students with their courses

Weekly:
1. Course Report for classroom teachers
2. Weekly student count
3. Run Worksheets (as needed)

Monthly:
1. Gains Reports
2. Grouping Reports (as needed)
3. Course Report and Gains Report for JTPA students to JTPA Coordinator
4. Teacher conferences (as needed)

Regularly:
1. Use VALIDATE/REFORMAT (where applicable)
2. Clean monitor screens and equipment

When Needed:
1. Emergency shutdown
2. Start up procedure
3. Inoperative terminal replacement
4. Change ribbon in printer
5. Forms control
6. Check inventory
7. Call CAI Specialist for assistance
8. Attend CAI Proctor meetings and update training

CAI Proctors will maintain a daily Lab logbook which will contain, but not be limited to the following:

a. Status of equipment in the morning
b. Any unusual occurance with the equipment and/or courseware and the corrective action taken
c. Record daily student sessions
d. Record weekly student sessions
e. Tape number and time of back-up (where applicable)

CAI Proctors will maintain a daily student count by time.

Keeping track of the students who leave the CAI program is very important. This program is a part of the overall dropout prevention program. Therefore, the CAI Proctor will maintain a form that indicates the students who dropout or transfer from the CAI program. A report on the number of dropouts will be included in the monthly JTPA Report. A copy of the dropout form will be turned in to the CAI Specialist at the end of the school year.

CAI Proctors will assist the school's Occupational Specialist during pre-planning and the first couple weeks of school in order to provide for a timely intake and early utilization of the CAI Laboratory.

ESCAMBIA COUNTY SCHOOL DISTRICT
CAI LABORATORY

BEHAVIOR IN THE CAI LAB

One of the most important tasks of the CAI Proctor is to maintain a positive atmosphere in the CAI Lab so that effective learning can take place. Each proctor must develop their own means of controlling behavior in the Lab. The following outline is to be used by the Proctor as an aid in developing their own methods:

A. RULES

1. A set of rules should be made.
   a. Rules should be given to the students on their first day in the CAI Lab.
   b. Rules should be explicit.
   c. Keep rules short and to the point.
   d. State rules in a positive manner.

2. Broken rules must have consequences.
   a. Specify the exact consequence that will occur when a rule is broken.
   b. Be consistent.
   c. ALWAYS follow through with the consequence when you say you will.
   d. Never give repeated warnings without applying the consequence. If desired, the student may have one warning before the consequence is delivered.
   e. Make consequences as logical as possible.
   f. The purpose of consequences is to motivate students to make responsible behavioral decisions, NOT to force their submission.

3. Make certain that students know that no matter what types of behaviors are accepted in other area of the school, entry into the CAI Lab requires adherence to the Lab rules.

B. IGNORING BEHAVIOR

1. Ignore behavior which interferes with learning (unless it is dangerous).

2. Ignoring means showing NO REACTION; it does not mean showing disapproval, anger, shame, disgust, or disappointment.

3. A behavior that goes unrewarded will probably increase at first (This is the hardest part to live through!), but it will then gradually disappear.

4. Reinforce (reward) other students for ignoring inappropriate behavior of a misbehaving student.

5. Attempt to reinforce appropriate behavior while ignoring inappropriate behavior.

C. PRAISE

1. Give praise and attention to appropriate behaviors.

2. Be generous in giving praise. Encourage.

3. Find one positive thing about each student in your lab and tell it to him/her.

4. Praise can be given in many ways: verbal, facial expression, gestures, or notes back to the classroom teacher.

D. STEPS TO FOLLOW WITH A MISBEHAVING STUDENT

1. Warn the student of their behavior.

2. If the student causes a disturbance and won't settle down, send him/her back to the classroom teacher with a pass.

3. Discuss the problem with the classroom teacher. If the behavior is severe enough, you might suggest a referral to the dean.

4. If the student continues to cause a disturbance in the Lab, make arrangements for the student to stay with the classroom teacher until such time as the student can modify his/her behavior.

E. SOME ITEMS TO REMEMBER

1. Do not make empty threats to students or make ultimatums, especially in front of the entire group.

2. Be consistent. Carry through with whatever is said to students.

3. Threats and humiliation usually produce much anxiety in students and do not change behavior.

4. Try not to "lose your cool." The student is entitled to know when you are angry, however, withdrawing all reinforcement and stating you are angry is more effective than ranting and raving.

5. Try to praise (and punish) the ACTION rather than the STUDENT.

Maintaining an atmosphere where positive learning can take place is a constant job and must become a part of the Proctor's overall task. One of the bonuses of the CAI Program is the positive attitudes the students display about themselves and their work. This can be accomplished only when they enjoy coming to the Lab.

INFORMATION SHEETS

1. Teacher's Handbook
2. Teacher's Information
3. Student's Information

ESCAMBIA COUNTY SCHOOL SYSTEM
CAI LABORATORY

TEACHER'S HANDBOOK

Every course in the CAI program has a teacher's handbook which explains in detail that particular course.

These handbooks explain the following:

a. Content and Form of the Curriculum
b. How a Student Progresses Through the Curriculum
c. The Teacher's Role in the CAI Program
d. Contents of the Strands or Lessons
e. Vocabulary Lists (applicable courses)
f. Sample Exercises

Teachers will checkout a handbook from the CAI Lab. When they have studied the handbook, teachers will return the book to the CAI Lab library.

Teachers can checkout handbook at time for any course. It should be returned when they are finished with it so it is accessable to other teachers.

After studying the Teacher's Handbook, if a teacher has any questions about a course or a procedure to follow, they should contact the CAI Proctor or arrange for a conference with the CAI Specialist.

ESCAMBIA COUNTY SCHOOL SYSTEM
CAI LABORATORY

TEACHER'S INFORMATION

Computer Assisted Instruction is a relatively new approach in education today. While micro-computers have been used in the classroom for some time, the development of a lab to reinforce students in concepts learned in the classroom has proven successful in many school districts in the nation.

The Computer Assisted Instruction concept makes use of the computer in the presentation of instructional material in the areas of Reading, Mathematics, Language Arts, and Computer Literacy. The most obvious benefit of Computer Assisted Instruction is the individualization of instruction. The individualized program is provided as the computer monitors each students' progress and:

1. diagnoses the student's level of understanding of a concept
2. selects or generates exercises appropriate for each student
3. analyzes all responses
4. give appropriate confirmation, correction, error message, or hints
5. displays the student's results at the end of a session
6. records the student's performance daily

The Computer Assisted Instruction laboratory, funded by JTPA, was established in the Escambia County School System during the 1986-87 school year. The system consists of two mini-computers and 88 terminals located at six area high schools and served 1,366 students on a regular basis. This program was instituted as a resource center for both students and teachers. It is a modern efficient classroom tool for individualizing students' learning and providing diagnostic assistance to the teacher.

The use of the CAI concept is not only rewarding to the student but also the teacher. To achieve the new theories of learning and instruction that comes from a deep application of information technology, the teachers will be required to change their instructional stance. While most teachers find the CAI concept meaningful and stimulating, there still is a somewhat anxious period of transition. Since it would be a mistake not to

recognize that explicit attention must be given to the necessary change in instructional attitude, a series of workshops, teacher to teacher conferences, and exchange of information and techniques between labs will be provided to make the transition a productive and positive experience. As a teacher selected to participate in this program, the sharing of your ideas, and criticisms is encouraged so as to build and improve the overall program in our school district. Information received from other CAI programs nationwide will be provided to you as a resource in developing your own individual classroom techniques. If you have any questions or problems contact the CAI Program Specialists at anytime.

CAI LABORATORY
PENSACOLA HIGH SCHOOL

Welcome to the Computer Assisted Instruction Laboratory at Pensacola High School. This state-of-the-art computer equipment is designed for you, the student. You will be enrolled in one to five courses of the 23 available in the computer, and these courses will be designed especially for you.

You will be assigned a student number which is used to sign in with when you start your individualized program; no one else will have this number. You must remember your student number and the code of the courses you will be taking.

In order to maintain the best learning atmosphere possible, the following rules will be observed:

1. Sit at the same station each time you enter the Lab.
2. Place all books or coats under your chair.
3. Be quiet in the Lab.
4. Raise your hand if you have a question.
5. Keep your hands on your terminal only.
6. Keep your hands off the screen.
7. Ignore behavior of others.
8. Use good manners.
9. Place your chair under the table when you leave.

The following information is an outline on:

1. How to start a session.
2. Taking a course.
3. Ending a session.
4. Session score.
5. To take another course.
6. The keyboard and the keys you will use.
7. How to answer questions.

The purpose of this CAI Laboratory is to allow each individual student to increase their understanding of a particular course by working at their own rate and at a level they will understand. Your time in the Lab should give you a positive feeling.

GOOD LUCK !!!

Computer Curriculum Corporation

HOW TO TAKE A COURSE

To Start a session

You may take a course at any terminal showing the "Number, please:" message. Here is how you tell the computer you are ready to take a session of a course.

When you see Number, please:	Type your number.
When you see First name:	Type your first name.
The computer will tell you Hello, Course:	Type the code of the course you want to take.
The course will then begin.	

Taking a Course

When you take a course on the computer, you see exercises on the screen of the terminal. You answer the exercises by pressing keys on the keyboard. Sometimes you will type a word, sometimes just a letter or number.

The computer tells you right away if you are right or wrong. When you give a right answer you will see a *, and sometimes a message.

Ending a session

The computer will tell you when your time is up. In some courses you might be asked if you want to stop or continue.

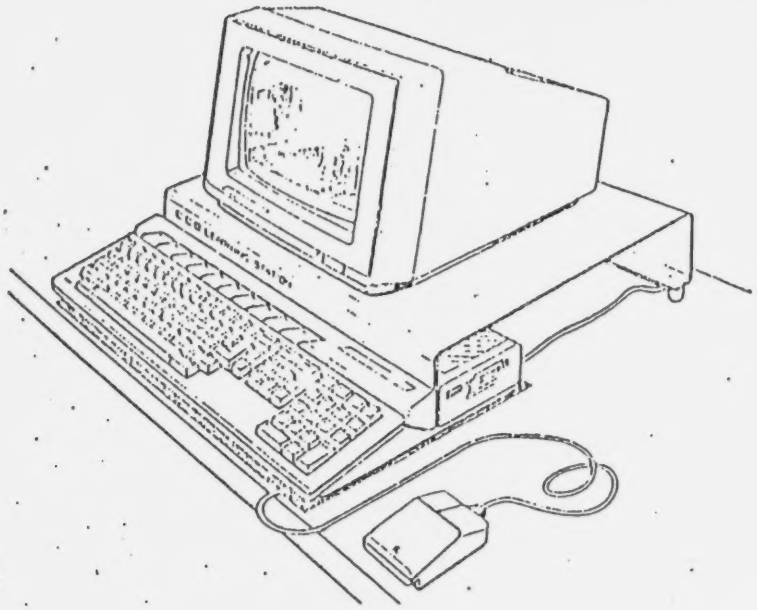
Session score

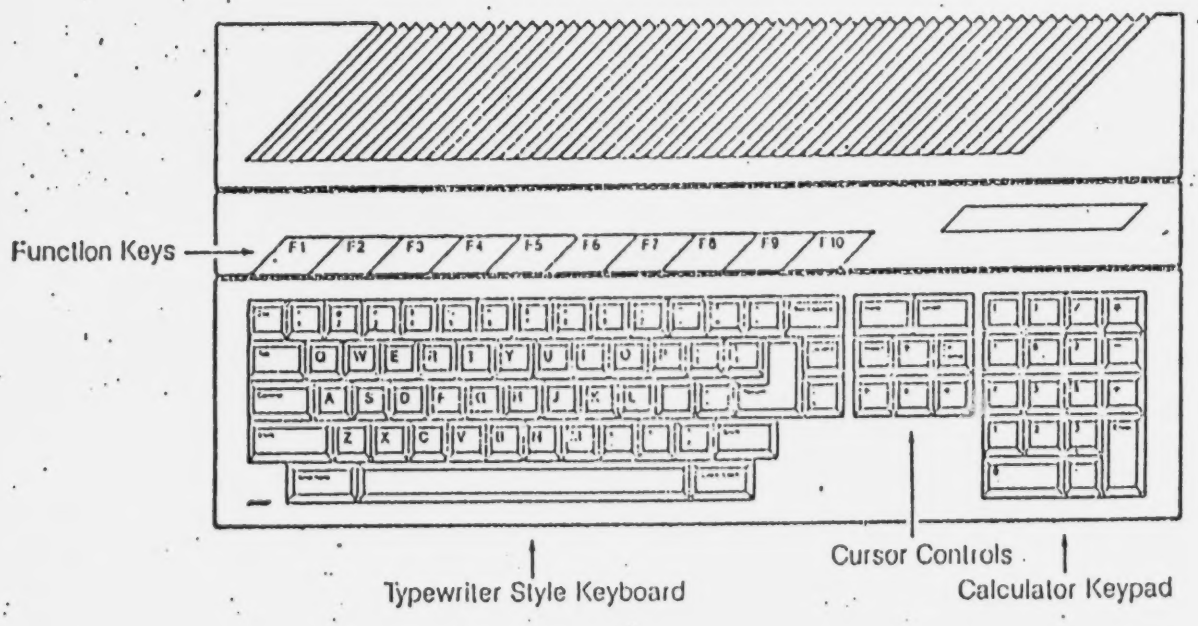
At the end of every session you will see your score. The score looks something like this:

80%
20 correct
25 attempted

To Take Another Course

When the session is over, you will see Number, please: again. You can take another session in the same course or any other course in which you are enrolled. If you do not want to take any more courses, press the RETURN key to clear the screen.





Atari ST Keyboard

After typing an answer	press the RETURN key. You do not need to press RETURN in the Math Skills course.
To erase an answer	press the DELETE key. You erase your answer one number or letter at a time. DELETE before pressing RETURN.
To make a capital letter	hold the SHIFT key down and type the letter.
To type the top symbols on the keys	hold the SHIFT key down and type press the key.

How to Answer Exercises

- In Math Skills watch for the cursor (blinking line) to show you where your answer will start.

  When you see: 5 + 5 = __

  5 + 5 = 1_ Type 1 first,

  5 + 5 = 10 then type 0.

  But when you see:

```
  5          5          5
+ 5        + 5        + 5
----       ---        ---
  _ Type 0 first  _0 Then type 1  10
```

- In other courses, you choose the number of the answer you think is right.

  Please hold the candle while May lights it.
  What is May going to light?

  1. a match
  2. the fire
  3. a candle

  Type 3

- Sometimes you choose the letter of the answer you think is right.

  Since John is not strong, he wants to carry the <minimum> number of boxes. John wants to carry the ---- boxes.

  a. most
  b. heaviest
  c. required
  d. fewest

  Type d

- If the answer choices do not have numbers or letters, type the word you choose.

  Mr. Clinton put his umbrella away ____ the rain stopped.

  after then while soon

  Type after

If you have any questions, ask your proctor or teacher.

Try to spell correctly and use capital letters when you need to.

FORMS

ESCAMBIA COUNTY SCHOOL SYSTEM
CAI LABORATORY

FORMS CONTROL

Enrollment Form - Classroom teacher completes student's name and courses desired. Proctor completes student number, class number, and grade level of courses.

Seating Chart - Used by Proctor to identify student at each terminal by class.

Teacher's Handbook Checkout Form - Used by Proctor to maintain control of handbooks.

Student Lesson Report Form - Used by students to record daily session scores.

CCC Error Report Form and Curriculum Error Form - Used by Proctor to record and report malfunctions.

Daily Student Count Form - Used by Proctor to record daily student attendance.

Dropout Form - Used by Proctor to record students who transfer or dropout of school.

Worksheet Request Form - Used by teachers to request individual worksheets for their students.

Course Checklists - Used by students to record their daily grade in the following courses:

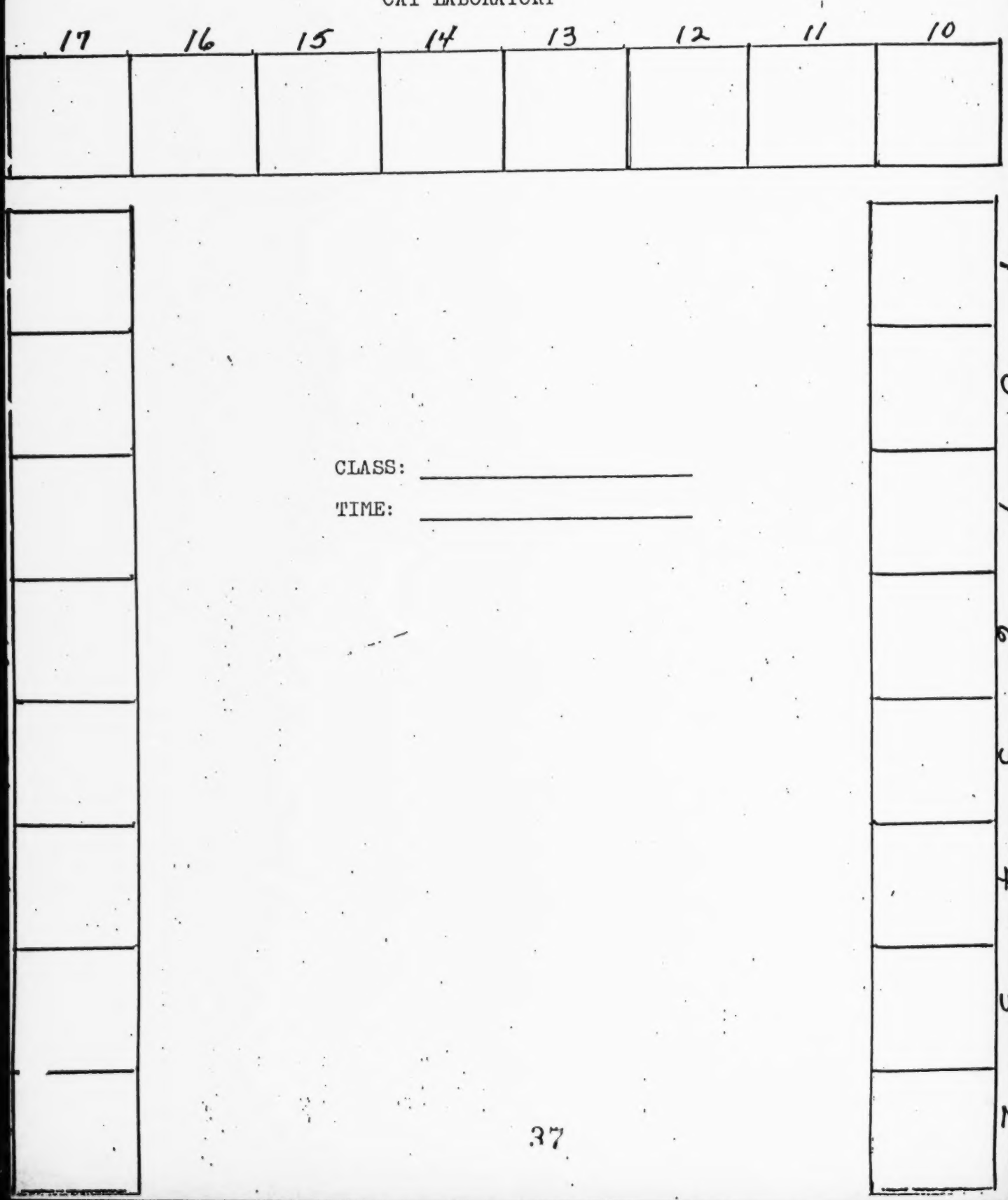
a. Math Enrichment
b. Introduction to Algebra
c. Fundamentals of English
d. Practical Reading Skills
e. Survival Skills
f. GED Preparation
g. GED Section Courses

ESCAMBIA COUNTY SCHOOL SYSTEM
CAI ENROLLMENT FORM

Teacher:_____ Class Number: _____

Student ID No.	Student Name	Course	Level	Course	Level

CAI LABORATORY



CLASS: _____

TIME: _____

CAI LABORATORY
PENSACOLA HIGH SCHOOL

TEACHER HANDBOOK CHECK-OUT

DATE	BOOK #	TITLE	SIGNATURE

CAI LESSON REPORT

NAME: SESSION:

TEACHER: COURSE:

DATE	ATTEMPTED	CORRECT	%

CAI LESSON REPORT

NAME: SESSION:

TEACHER: COURSE:

DATE	ATTEMPTED	CORRECT	%

CAI LESSON REPORT

NAME: SESSION:

TEACHER: COURSE:

DATE	ATTEMPTED	CORRECT	%

CAI LESSON REPORT

NAME: SESSION:

TEACHER: COURSE:

DATE	ATTEMPTED	CORRECT	%

COMPUTER CURRICULUM CORPORATION

Curriculum Error Report Form

Use this form to report any mistakes that appear on the terminal screen when your students are taking lessons. These mistakes may include typographical errors, spelling errors, or wrong answers. Please use a separate form for each mistake you note. DO NOT USE THIS FORM TO REPORT TROUBLE WITH THE COMPUTER EQUIPMENT.

COURSE _____ PROCTOR _____ DATE _____

SCHOOL _____ CITY _____ STATE _____

CURRICULUM VERSION _____

If possible, also provide the following:

STRAND _____ LEVEL _____
or or
SECTION _____ LESSON _____

1. Copy the exercise exactly as it appears on the screen. Include the answer choices.

2. Describe the error.

3. Run a Course Report for the student who reported the error so that CCC can locate and correct the error as quickly as possible.

4. Send this form and the Course Report to:

Curriculum Department
Computer Curriculum Corp.
P.O. Box 10080
Palo Alto, Ca 94304

---

for use by CCC
Date Rec'd _____
Corrected _____

11-01019

CCC | Computer Curriculum Corporation

Writing: Process and [illegible]
Student Checklis[illegible]

Name _____ Date _____ Teacher _____

PROCESS MODULE

Lesson Complete	Lesson	Assignment Complete
____	1. Introduction to the Process Module	
____	2. Introduction to WP	
____	3. Giving Commands	
____	4. Basic Operations	
	Monkey face	_____
____	5. Other Commands	
	Command summary	_____
____	6. Prewriting	
	Prewriting questions and responses	_____
	Prewriting lists	_____
____	7. Writing the Draft	
	Rough draft of paragraph	_____
____	8. Revising the Draft	
	Paragraph diagram	_____
	Revised rough draft of paragraph	_____
____	9. More Revising	
	Sentence rewritten three times	_____
	Revised rough draft of paragraph	_____
____	10. Proofreading and "Publication"	
	Final draft of paragraph	_____
____	11. Describing an Object	
	Prewriting responses and lists	_____
	Rough draft of descriptive paragraph	_____
	Paragraph diagram	_____
	Revised rough draft	_____
	Final draft	_____
____	12. Telling a Story	
	Prewriting of events	_____
	Rough draft of narrative paragraph	_____
	Time line	_____
	Final time line (if revised)	_____
	Rough draft	_____
	Revised rough draft	_____
	Final draft	_____

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Lesson Complete	Lesson	Assignment Complete
___	13. Explaining How to Do Something	
	Prewriting questions and lists	_____
	Rough draft of expository paragraph	_____
	Step-by-step diagram	_____
	Revised rough draft	_____
	Final draft	_____
___	14. A Letter to Your Principal	
	Prewriting lists	_____
	Rough draft of letter	_____
	Outline diagram	_____
	Revised rough draft	_____
	Final draft	_____
___	15. Prewriting an Essay	
	Prewriting lists	_____
	Essay plan	_____
___	16. Writing an Essay	
	Rough draft	_____
___	17. Revising an Essay	
	Revised rough draft	_____
___	18. The Finishing Touches	
	Final draft	_____

SKILLS MODULE

Lesson Score	CORATT		
___	___/___	1.	Subjects and Verbs
___	___/___	2.	Adjectives and Adverbs
___	___/___	3.	Direct and Indirect Objects
___	___/___	4.	Subject and Object Complements
___	___/___	5.	Prepositions and Conjunctions
___	___/___	6.	Prepositional Phrases
___	___/___	7.	Verbal Phrases
___	___/___	8.	Independent and Dependent Clauses
___	___/___	9.	Sentences: Classified by Function
___	___/___	10.	Sentences: Classified by Grammatical Structure
___	___/___	11.	Fragments and Run-on Sentences
___	___/___	12.	Writing Correct Sentences
___	___/___	13.	Punctuation
___	___/___	14.	Mechanics

TRAINING

1. Student's Lecture
2. Teacher's Workshop
3. Proctor's Workshop

ESCAMBIA COUNTY SCHOOL SYSTEM
CAI LABORATORY

STUDENT'S LECTURE

Purpose: To indoctrinate the student in the procedures to be used in the CAI Laboratory.

Objective:
(1) To be aware of the rules in force in the Lab
(2) To become familiar with the computer keyboard
(3) To learn how to start a session
(4) To understand how to answer the different type questions.

A. Welcome as a participant in the CAI Lab.

1. Explain the equipment in the Lab
2. Students will be assigned a number
3. Students will be enrolled for certain courses

B. How to get to and from the Laboratory.

1. Must stay in a group and do not stop anyplace enroute to the Lab.

C. Explain computer keyboard.

1. Will not use cursor control keys
2. Will not use calculator key pad (Except in PS)
3. Standard typewriter keyboard arrangement
4. Uppercase figures or letter use the "Shift" key
5. The problems with using the "Cap Lock" key
6. Use of the "Return" key
7. Use of the "Delete" key

D. How to start a session.

1. Student number
2. Type first name
3. Type course
4. Session will start - * indicates a correct answer
5. At end of session, computer will:
   a. percent score
   b. number answers correct
   c. number questions attempted

E. How to answer questions.

1. Multi choice, letter type
2. Multi choice, number type
3. Type the word or words for an answer
4. Types of answer in MK
   a. Division
   b. Multiplication
   c. Subtraction
   d. Addition

F. Reports the teacher will receive.

ESCAMBIA COUNTY SCHOOL SYSTEN
CAI LABORATORY

TEACHER'S WORKSHOP

Purpose: To indoctrinate the classroom teacher in the courses and capabilities of the CAI Lab.

Objectives: (1) To become familiar with the courses available in their individual disciplines.
(2) To provide assistance in classroom management utilizing the CAI Lab.
(3) To understand the student enrollment procedure.
(4) To demonstrate the ability to start and complete a CAI session.

Handouts: (1) Overall Program Sheet
(2) Subject Area Information Sheet
(3) CCC Information Sheet
(4) Student Management Sheet
(5) Enrollment Forms

A. Orientatrion

1. Purpose and scope of Lab.
2. Features of the CAI Lab.
   a. individualization
   b. Diagnostic information
   c. Record keeping and worksheets
3. Overall program handout

B. CCC Courses

1. Subject area courses available.
   a. CCC Information handout
   b. Subject area information handout
2. Discuss
   a. Grade levels available
   b. Length of session
   c. Types of drills
      (1) Student choice
      (2) Automatic
   d. Textbooks and worksheets
   e. Individual strands in each course

C. Reports

1. Course report (once per week)
2. Grouping report (as needed)
3. Gains report (once per month)

D. Classroom Management

1. Student management handout
   a. seating chart
   b. scheduling

E. Enrollment Procedures

1. Name
2. Course desired
3. Grade level (important)
4. Enrollment forms handout

F. Demonstration Lessons

1. Procedure to sign on.
2. Demonstration numbers.
3. Keyboard use.
4. Timing of sessions.
5. Use of Control-Z.
6. Session end.

G. Open Discussion

ESCAMBIA COUNTY SCHOOL SYSTEM
CAI LABORATORY

PROCTOR'S WORKSHOP

Purpose: To indoctrinate the CAI Proctor with the courses, capabilities, and procedures used in the CAI Laboratory.

Objectives:
(1) To become familiar with the courses available in the CAI Laboratory.
(2) To be aware of the reference material available
(3) To be able to print and read student reports.
(4) To demonstrate the ability to start and stop a CAI session.
(5) To demonstrate the ability to enroll and change student and course information.
(6) To become familiar with the Proctor's duties.

A. Orientation
1. Purpose and scope of a CAI Laboratory.
2. Features of a CAI Lab.
a. individualization
b. diagnostic information
c. record keeping and worksheets.
3. Importance of time

B. Courses Available
1. Overview of all the courses
2. Structure and sequence of courses
a. STRAND COURSES
(1) definition
(2) Individual features
- IPM
- Normal motion
- Mixed/selected drill
- Answer processing
- Error analysis
- Timing options
Session
Progression
Time-out
- Worksheets
- Reports
(3) Courses with STRAND structure

BR RD RC CRS ARS

MK PS

LS ALS1 ALS2

b. Lesson Structure Courses
   (1) Definition
   (2) Enrollment options
       - Automatic motion
       - Student choice of module/lesson
   (3) Motion
   (4) Tutorial features
   (5) Texts and checklists
   (6) Reports
   (7) Courses with lesson structure

PRS	SS	GEDP	GED
EM	ALG	CLE	CLS

C. Reference Material

1. Course information sheets
2. Teacher handbooks (Important)
3. Student text books and checklists
4. PROCTOR MANUAL
5. Lab logbook (Important)
6. CAI Coordinator
7. CCC consultant

D. Diagnostic Reports

1. Three types of reports
   a. COURSE
   b. GROUPING
   c. GAINS
2. Understanding the reports
3. Effective use of reports
4. Scheduling of reports
5. Report distribution
6. Effects of Control-Z/Control-C on reports.

E. Demonstration Lessons

1. Procedure to sign on
2. Demonstration numbers
3. Keyboard use
4. Use of Control-Z
5. Timing of sessions
6. Session end.

F. CAI Numbers to Remember

1. 5000 student numbers maximum
2. 1200 class numbers maximum
3. 5 course enrollments per student number maximum
4. 10 class enrollments per student number maximum
5. 64 student numbers per class
6. See PROCTOR'S HANDBOOK for additional information.

G. Proctor Routines

1. See Proctor Routines Information Sheet.

H. CAI Hardware

1. The Microhost computer
2. Terminal
   a. Screen
   b. Keyboard
      (1) Normal use
      (2) Special Keys
   c. Control Key use
      (1) Control-S = Stop/Freezes the screen
      (2) Control-Q = Starts screen
      (3) Control-Q, Z, C (troubleshooting)
      (4) Caps on/off
   d. Rear panel
      (1) Reset button
      (2) On/off switch
      (3) Power plug
      (4) Multiplexer connector
   e. Power distribution box
   f. Brightness and audio controls
   g. Care of equipment
   h. Replacing terminal (serial number)

3. Printer
   a. Power on/off
   b. Printer number
   c. Changing paper
   d. Changing ribbons
   e. Locked printer

4. Multiplexer
   a. On/off/set-up switch
   b. LED indications

5. Modem
   a. lights
   b. Buttons

6. Using the mouse
    a. Inserting the mouse
    b. Moving the mouse
    c. Clicking (single/double)
    d. When to use the mouse

7. Troubleshooting
    a. Control-S, Z, C
    b. On/off
    c. Power cables
    d. Cable connections (Microhost/Mux/terminal)
    e. Set-up mode (See PROCTOR"S HANDBOOK)

I. Proctor Duties

1. General duties
    a. daily
    b. Weekly
    c. Monthly

2. Starting up Lab
    a. Lab setting
    b. Lab rules
        (1) Discipline
        (2) Attendence
        (3) Motivation
    c. Scheduling students
        (1) Goals of project
        (2) Number of students to service
        (3) Hours of operation
        (4) Student movement
        (5) Timing factors

3. Student/ teacher orientation

4. Enrollment procedures
    a. Determine teachers/students who will use system.
    b. Select courses
    c. Determine actual enrollment
        (1) Level of enrollment (test scores)
        (2) Enrollment options in lesson courses
        (3) Timing options
    d. Establish site information
        (1) Password
        (2) Printer number
        (3) Class and student numbers
        (4) Courses at each site
    e. Enrollment form

5. Enroll classes, students, and courses

SCHOOL YEAR 1986-87 REPORT

ESCAMBIA COUNTY SCHOOL SYSTEM
CAI LABORATORY

SCHOOL YEAR 1986-1987 REPORT

The Computer Assisted Instruction Laboratory, funded by JTPA, was established in Escambia County in the school year 1986-1987 to provide those high school students who are at the highest risk with a program that will allow each individual to increase their understanding of a particular subject by working at their own rate and at a level they can comprehend; and then let them progress to higher levels of achievement.

The first semester of 1986 the system consisted of 16 terminals located at Pensacola High School. The program started in October with 247 students, of which 60 were verified JTPA students, and eight classroom teachers. During that semester the lab conducted 5,243 student sessions and realized an average grade level gain of .55 in Reading for Comprehension and .22 in Math Skills.

Also during the first semester, plans were concluded and equipment purchased and installed at Washington High School, Escambia High School, Tate High School, Century High School, Ernest Ward High School, and eight additional terminals at Pensacola High School. Six CAI Proctors were trained and 54 classroom teachers attended a CAI workshop.

The second semester CAI Program started January 26th with 88 computer terminals, 1,366 total students, of which 343 were verified JTPA students, and 67 classroom teachers. Students were selected from the following classes:

1. Remediation classes
2. Basic Skills English classes
3. Fundamental Math classes
4. Reading classes
5. English as a second language classes

SESSIONS:

Each school conducted CAI sessions every period of the day. The schools utilized 20 minute lab sessions, except Washington High School which used 10 minute sessions. The following is a total of sessions per month:

February	13,180	
March	17,148	
April	14,469	
May	12,485	
Total 2nd semester		57,282
Total 1st semester		5,247
Total school year		62,529

The CAI program also provided for several special projects conducted after regular school hours. An SSAT Review Class met Tuesdays and Thursdays after school, and on Mondays and Wednesdays, the International Baccalaureate students attended a writing review program. The Community Schools used the Lab for their GED classes at night and on Monday and Wednesday, they conducted a special elementary remediation grant project for students in grades 2 through 6.

DROPOUTS

During the school year 1986-1987, 1,366 students utilized the computer lab on a regular basis and 24 of these students dropped out of school, which is only 1.8% of the computer students.

RESULTS

Results for the school year 1986-1987 indicated the following average grade level gain:

	Gain Since IPM	Time Since IPM
Reading for Comprehension	.48	8:34
Math Skills	.64	11:45
Language Arts	.35	6:10

In addition, about one-third of the students topped-out of their originally assigned course and were working in the next higher level course at the end of the school year.

84.8% of the verified JTPA students met their contracted grade level gain and were recommended for the Summer Youth Program.

Although this report covers only about four months of school, the preliminary results are extremely encouraging. Just what effect the CAI Program has had on actual student achievement is not known at this time, but the students' positive attitudes in the labs should be reflected in the classroom in the next school year.

SUMMER PROGRAM 1987

SUMMER PROGRAM 1987

The Computer Assisted Instruction Program for the Summer 1987 started June 15, 1987 with six high schools with 88 terminals participating in four different projects. Students attended school four days a week for a total of six weeks. The Summer Program concluded on July 23rd.

Summer Youth Program: These students attended the lab during the week of June 15th to June 19th and were assessed in both Reading and Mathematics. 330 students completed 2,875 sessions during that week.

JTPA 8th Grade Program: These students utilized the CAI lab from June 15th to July 23rd, in two 3 week sessions during the hours of 8:00 a.m. to 12:00 a.m. A total of 250 students were served completing 4,979 student sessions in Reading and Mathematics.

Summer School Students: These students were selected by each school and utilized the lab on periods not filled by the JTPA Summer Program. Students took courses in Algebra, Mathematics, Problem Solving, Fundamentals of English, and various Reading courses. A total of 980 summer school students were served completing 6,901 sessions.

Middle School Summer Camp: This was a special grant program for 6th through 8th grade students conducted four days a week from 1:30 p.m. to 4:30 p.m. The program started June 15th and ended July 9th. Students took courses in Mathematics, Science, and Computer Literacy. A total of 75 middle school students were served completing 2,536 sessions.

Students Served by School

	Summer Youth	JTPA 8th Grade Pro	Summer School	Middle School	Total
Century High	33	22	77	-	132
Ernest Ward	21	7	166	-	194
Escambia High	58	52	148	-	258
Pensacola High	110	58	201	48	417
Tate High	48	52	175	-	275
Washington High	60	59	213	27	359
Total	330	250	980	75	1,635

Total Number of Sessions Per School

	Summer Youth	JTPA 8th Grade Pro	Summer School	Middle School	Total
Century High	416	119	498	-	1,033
Ernest Ward	174	252	1,784	-	2,210
Escambia High	718	1,232	697	-	2,647
Pensacola High	612	1,074	1,595	1,441	4,722
Tate High	306	760	1,283	-	2,349
Washington High	649	1,542	1,044	1,095	4,330
Total	2,875	4,979	6,901	2,536	17,291

Results: A total of 1,635 students were served in the Escambia County Computer Assisted Instruction Laboratories completing 17,291 sessions during the Summer of 1987. Although the time on the computer was too short to indicate any substantial gains, each student did indicate some gain (2 months gain for every hour on the computer). Some students remarked they understand certain concepts they did not understand before. The students completed the summer program with a very positive attitude and were looking forward to working on the computers during the next school year.

RELATED ARTICLES

Computer-assisted lessons helping potential dropouts

By Bill Kaczor
Associated Press/Pensacola Bureau

When Florida Education Commissioner Betty Castor tapped the shoulder of student Bobby Hunter at Pensacola High School's computer-assisted teaching laboratory, he just looked at her and went back to work.

When she tapped his shoulder again as he worked at his computer terminal last month, he shooed her away.

"He had his 20 minutes, he had so many problems to do and, by cracky, he was going to do them," said John DeWitt, director of grants, research and governmental relations for the Escambia County School District.

DeWitt and Principal J.P. Cone recently cited the example of the high interest level remedial students are showing in the innovative program designed to improve academic standing and prevent them from becoming dropouts.

The program, which has 1,200 participants at six high schools, is succeeding on both counts, officials said.

Most participants, although freshmen or sophomores, started the program with reading or math skills as low as the 4th grade level.

But some have increased their grade levels by a full year after only a few hours on the computer and their attendance records have improved significantly, said Gene Evans, lab coordinator at Pensacola High.

Perhaps the most innovative aspect is that most of the $300,000 cost of equipment and software is being paid for through grants under the federal Job Training Partnership Act. That act is designed to prepare economically disadvantaged people for employment.

The state also contributed $83,000 with a dropout prevention grant.

The available federal money will be based on how many of 279 disadvantaged students improve their math or reading scores by 1.5 grade levels. DeWitt said that goal appears easily achievable.

Only two of those 279 students have dropped out of school, less than 1 percent, DeWitt said. The overall dropout rate for 9th graders is generally more than 30 percent. The group targeted for the computer program normally would be expected to account for most of that group, he said.

Each student gets a program tailor-made for problems he or she may be having in English, reading or mathematics. It also is used to help teach English to Vietnamese students.

The programs can be coordinated to match material a class is studying at the time. Students usually spend half a period in the lab and the other half in a regular math or English class.

"It complements what a teacher does in the classroom," Evans said. "It's not a learning machine."

As students answer questions or solve problems on their terminals the computer scores them and determines the grade level at which they are performing. It increases the difficulty of the questions as a pupil shows progress.

Evans said a key to the program's success is positive reinforcement. Students get the feedback from doing well at levels they are capable of attaining instead of being asked to perform beyond their ability.

"You are talking about kids who have gotten D's and F's for the last four years. Now they are getting 90s and 100s," Evans said. "It's challenging them and they don't know it."

Associated Press

Remedial students at Pensacola High School work on individualized lessons they are getting through computer-assisted teaching programs. The system has been credited with boosting academic standing, attendance and interest of chronic underachievers while preventing dropouts.

Ms. Castor said in a statement issued by her office that she was impressed with the program and considered it a good method of preventing dropouts, one of her top priorities.

She is one of dozens of education officials from throughout Florida and other Southeastern states who have visited the Pensacola program.

The program doesn't directly prepare students for employment, but it qualified for the federal job grants because one of the biggest problems most disadvantaged people face when looking for work is that they are lacking in basic academic skills, said Jerry Spurlin, director of vocational job training programs for the Florida Department of Education. They cannot be taught a vocation until they learn to read, write and do math.

Most of the federal money is dispensed through Private Industry Councils made up of community and business leaders in each of several regions throughout a state.

Education officials approached Escambia's council, which Spurlin called one of the nation's best, for a grant to set up a small computer-assisted teaching program for 240 students last summer as a statewide model.

The results were so good, Spurlin said, the Escambia program was expanded and five other Florida councils approved job training grants to set up similar programs in 12 other counties: Santa Rosa, Okaloosa, Walton, Holmes, Jackson, Washington, Polk, Hardee, DeSoto, Martin, Indian River and Lee.

Innovations in Using CCC Equipment

Spotlight: Students At Risk

The challenge of educating students "at risk" of failing school has been the concern of numerous recent articles and studies. At-risk students exhibit discouraging traits that defy traditional solutions: low achievement, high absenteeism, low self-esteem, poor English proficiency, low reading levels, and a history of grade retention. An increasing number of school districts, some of whom face drop-out rates of 40% or more, are looking for new approaches to motivate and educate these students.

A Florida Solution

In Florida, educators now consider the prevention of dropouts to be one of their highest priorities in the coming years. To meet the challenge, they are researching the reasons for students' dropping out and exploring a variety of solutions with the aid of local community members.

For example, Escambia County has instituted a pilot project at Pensacola High School that uses CCC's Integrated Learning System. The project primarily serves disadvantaged students who have a high absentee rate or are functioning significantly below grade level. Set up last summer to serve 240 students, the results were so good that the project has since been expanded to 1,200 students in six high schools.

Many of the 9th- and 10th-grade students that comprise the program have raised their functional levels by a full grade year after only a few hours at the learning station, and their attendance records have improved significantly according to Gene Evans, lab coordinator at Pensacola High. Some of the students started the program with reading or math skills as low as the 4th-grade level.

In a recent article in the *Pensacola News Journal*, Evans said a key to the program's success is positive reinforcement. Students get the feedback from doing well at levels they are capable of attaining instead of being asked to perform beyond their ability. "You are talking about kids who have gotten D's and F's for the last four years. Now they are getting 90's and 100's. It's challenging them and they don't know it."

Computer use increasing

More and more "high risk" high school students — those performing below their grade level — are using a challenging new tool to move ahead in Escambia County high schools.

The tool is computer assisted instruction (CAI) lab that opened at Pensacola High last fall. Labs were added at Ernest Ward, Century, Washington, Tate and Escambia high schools this spring term. Pine Forest and Woodham High schools are to be equipped for the fall semester.

Each student's CAI lab work is planned by the teacher to attack identified weakness in school skills. The program ivolves two 10-minute computer drills a day for each student.

The teacher selects both the subject and appropriate grade level for the needed drills. As the students work, the program gives them instant response to their answers which helps to maintain their interest.

A grant from Job Training Partnership Act (JTPA), coordinated by LaDon Boyd, provided the computer system which is based at Pensacola High School. Gene Evans, CAI teacher at PHS, coordinated installation of the system in the other schools and training of the teachers and aides.A specially trained teacher aide staffs each school's lab.

Participating students come from remedial English, math, and reading classes; English as a second language classes; exceptional education; and basic skills classes. To date, 67 high school teachers have been trained to use the system.

The Private Industry Council (PIC) through JTPA has contracted with the Escambia District Schools to proivide the service for students deemed at greater risk of dropping out of school.

JTPA VOCATIONAL PROGRAM

STATUS REPORT FORMS

JTPA VOCATIONAL PROGRAM
PERFORMANCE STANDARDS
STATUS REPORT FORM

_____

_____

SECTION I

1. Name & Title of Administrator	2. Signature	3. Project

SECTION II

JTPA PROGRAM STATUS REPORT YEAR-TO-DATE

RANK ORDER	PERFORMANCE STANDARDS						
	Total Planned Participants	Total Actual Participants	Percent of Plan	Avg Gain Per Participant	Total Planned Completers	Total Actual Completers	Successful Completers

SECTION III

JTPA PERFORMANCE SUMMARY REPORT

RANK	SCHOOL	PERFORMANCE STANDARDS

JTPA/EC
1987

JTPA VOCATIONAL PROGRAM
STATUS REPORT FORM

_____

_____

Section I

1. Name & Title of Administrator	2. Signature	3. Project

Section II

JTPA PROGRAM STATUS REPORT

Title I. Section 123	Annual Plan	Actual Performance	%of Plan
4. Total Participants			
5. Total Completers			

Job Placement Project	Annual Plan	Actual Performance	%of Plan
6. Total Participants			
7. Total Placements			

Computer Assisted Instruction Project	Annual Plan	Actual Performance	%of Plan
8. Total Participants			
9. Total Completers			

Pine Forest Stay-In-School	Annual Plan	Actual Performance	%of Plan
10. Total Participants			
11. Total Completers			

Judy Andrews Construction Project	Annual Plan	Actual Performance	%of Plan
12. Total Participants			
13. Total Completers			

JTPA VOCATIONAL PROGRAM
STATUS REPORT FORM

_____

_____

Section I

1. Name & Title of Administrator Edward Simpkins, Recruiter	2. Signature	3. Project Outreach and Recruitment

Section II

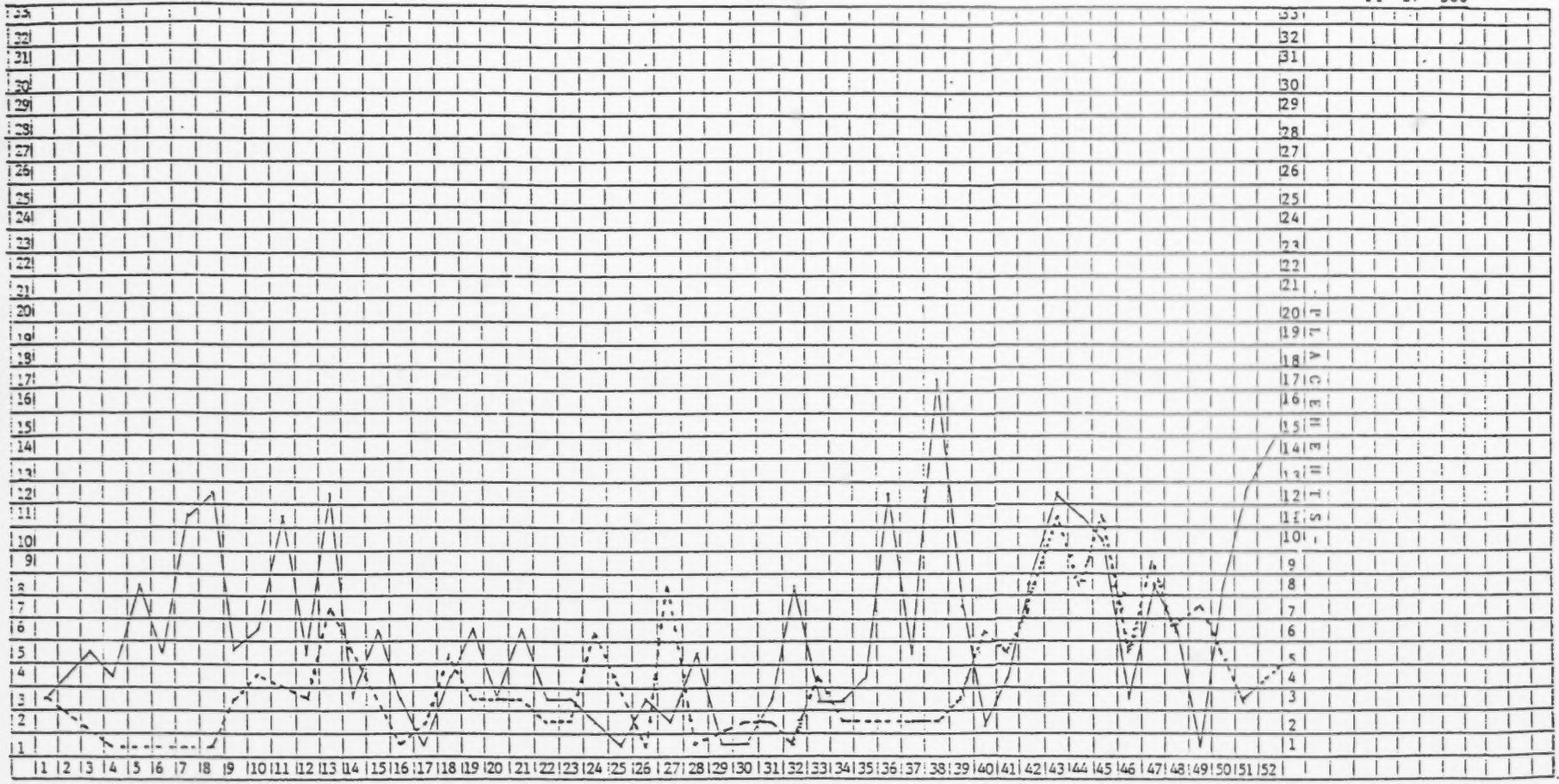
Activity	Annual Plan	Actual Performance	% of Plan
4. Total Contacts			
5. Total Appointments			
6. Total No-Shows			
7. Total Rejected			
8. Total Completing Intake			

lkd:7/87

Annual Plan
FY '86 200
FY '87 300

JTPA TITLE IIA
ANNUAL STATUS
REPORT

Performance
FY '86 206
FY '87 300



1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Performance FY'86 27	FY'86 39	FY'86 83	FY'86 57
'87 86	'87 44	'87 71	'87 99
July - August - September	October - November - December	January - February - March	April - May - June

QTR	FY '86	FY '87
1.	27	86
2.	39	44
3.	83	71
4.	57	99
Total	206	300

MICROHOST Curriculum Error Report

[Photocopy a number of these two pages to have on hand to report problems]

Name _____

School _____

Proctor/Teacher _____

Phone _____

What activity was in progress when the error occurred?

Course _____ Strand/lesson, level _____

Proctor routine _____

_____

1. Error message on a student terminal (if any:)

Copy what you see on the screen _____

_____

_____

_____

_____

ERROR _____

CRS ___ ST ___ CLS ___ SC ___ CL ___ PR ___ RL ___ SN ___ ER ___

Press RETURN and continue, if possible. In any case, call CCC to report.

2. Error message on the console and/or printer (if any):

_____

_____

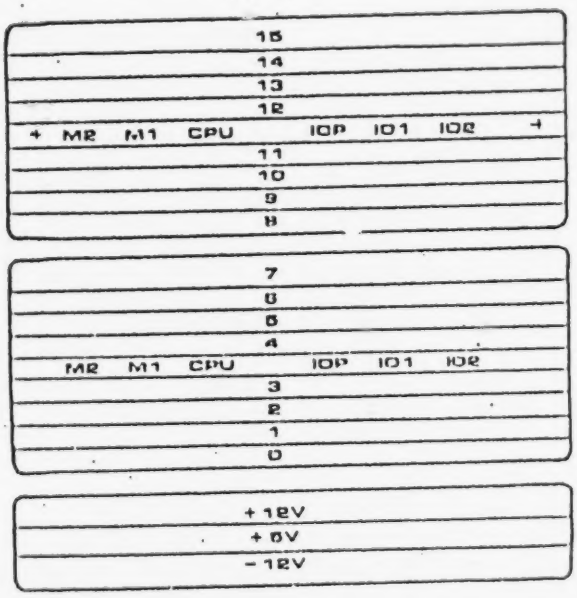
_____

_____

_____

3. System is stopped, but no error messages appear:

A. Record pattern of lights on this chart. Note the color of the lights.



B. Position of keyswitches

REMOTE _____ LOCAL _____ RESET _____
OFF _____ ON _____ TEST _____

4. Write down what was going on when the problem occurred.

Number of student terminals in use_____

Courses_____

Number of terminals in use for proctor routines_____

Routine in use_____

Tape operation? (Y or N)_____

ESCAMBIA COUNTY SCHOOL SYSTEM
CAI LABORATORY

DROP-OUT FORM

DATE	STUDENT'S NAME	No.	JTPA	REASON

WORKSHEET REQUEST FORM

Please fill out all the information below:

A. Teacher's Name_____Date needed_____

B. Optional heading (or directions to students)

_____

C. Class Number_____ or Student Number_____

D. Course (MK,RC,RCR,RD,BR,LS, or ARS) _____

E. Number of exercises (1 to 50)_____

F. Exercise selecion mode (check one)
_____ 1. A mixture of exercises at each student's level.
_____ 2. Exercises selected from each student's lowest strand.
_____ 3. Teacher-selected strand and level.

If you select number 3 above, indicate the strand and level below:

ARS	BR	LS	MK	RC	RCR	RD
WA_____	I1_____	PV_____	AD_____	WA_____	WA_____	BS___
VO_____	IF_____	VU_____	NC_____	VO_____	VO_____	WA___
LS_____	I3_____	SV_____	SU_____	LC_____	LC_____	VO___
IS_____		PR_____	EQ_____	IC_____	IC_____	LC___
WS_____		CP_____	MU_____	WS_____	SS_____	IC___
		MO_____	DV_____			WS___
		SS_____	FR_____			
		ME_____	DC_____			

G. Answers printed on student worksheets:
_____ 1. All answers printed on the student's worksheet.
_____ 2. Only the answers to the odd-numbered exercises.
_____ 3. No answers printed on the worksheet.

H. Answers printed on the teacher's answersheet:
_____ 1. All answers printed on the teacher's answersheet.
_____ 2. Only the answers to the odd-numbered exercises.
_____ 3. No answers printed.

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Math Enrichment Modules
Student Checklist

There are six modules in **Math Enrichment Modules**. Each module is divided into lessons. You will need the book of *Figures for Math Enrichment Modules* when you take lessons in Geometry, Statistics, and Functions & Graphing. You will also need the protractor (in the back of your book) when you take Lesson 6 in Geometry. You may use scratch paper to work the exercises.

This checklist is for your own use, to help you keep track of the lessons you have already completed.

Name _____ Date _____ Teacher _____

SETS

1. Sets and Elements _____
2. Naming Sets _____
3. The Empty Set _____
4. Union _____
5. Intersection _____
6. Subsets _____
7. Equal Sets _____
8. Equivalent Sets _____
9. One-to-One Correspondence _____
10. Proper Subsets _____
11. Natural Numbers _____
12. Infinite Sets _____
13. Set Notation _____
14. Complement _____
15. Venn Diagrams _____

GEOMETRY

1. Lines _____
2. Line Segments _____
3. Congruent Segments _____
4. Half Lines, Rays _____
5. Angles (1) _____
6. Protractors _____
7. Angle Classification (1) _____
8. Angle Classification (2) _____
9. Congruent Angles _____
10. Triangles (1) _____
11. Triangles (2) _____
12. Circles (1) _____
13. Circles (2) _____
14. Planes _____
15. Lines in a Plane _____
16. Regions of a Plane, Plane Curves _____
17. Quadrilaterals _____
18. Polygons _____
19. Convex, Concave Curves _____
20. Angles (2) _____
21. Transversals _____
22. Solid Figures (1) _____
23. Solid Figures (2) _____
24. Congruent Parts of Triangles _____
25. Ratio (1) _____
26. Ratio (2) _____
27. Proportion _____
28. Solving Proportions _____
29. Similar Figures _____
30. Similarity, Proportionality _____
31. Symmetry _____
32. Symmetric Figures _____
33. Symmetry About a Point _____
34. Right Triangles _____
35. Pythagorean Theorem _____
36. Angle Measure (in Triangles) _____
37. Central Angles _____
38. Volume (1) _____
39. Volume (2) _____
40. Volume (3) _____
41. Surface Area (1) _____
42. Surface Area (2) _____
43. Surface Area (3) _____
44. Applications: Area _____
45. Area, Volume, and Perimeter _____
46. Applications (1) _____
47. Applications (2) _____
48. Applications (3) _____

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49. Perspective (1) _____
50. Perspective (2) _____
51. Elevations _____
52. Constructions (1) _____
53. Constructions (2) _____

STATISTICS

1. Mean _____
2. Range _____
3. Median _____
4. Mode _____
5. Samples and Populations _____
6. Bar Graphs and Line Graphs _____
7. Frequency _____
8. Frequency Tables _____
9. Histograms _____
10. Circle Graphs _____

PROBABILITY

1. Outcomes _____
2. Outcomes and Events _____
3. Outcomes and Events — Combinations _____
4. Probability _____
5. More Probability _____
6. Probability — Combinations _____
7. Intersection _____
8. Mutually Exclusive Events _____
9. Union _____
10. Law of Addition for Probabilities _____
11. Independent Events _____
12. Permutations _____
13. Probabilities of Permutations _____
14. Combinations _____
15. Pascal's Triangle (1) _____
16. Pascal's Triangle (2) _____

LOGIC

1. Sentences _____
2. Connecting Words _____
3. Molecular Sentences _____
4. Denials _____
5. Conditional Sentences _____
6. The If-Then Rule _____
7. The If-Then-Not Rule _____
8. Valid Proofs _____
9. The Or Rule _____
10. Proofs _____
11. The Rule of Adjunction _____
12. The Rule of Simplification _____
13. More Proofs _____
14. True and False Sentences _____
15. Truth Tables _____
16. Truth Table for Conjunctions _____
17. Truth Table for Disjunctions _____
18. Truth Table for Conditional Sentences _____
19. More Truth Tables _____

FUNCTIONS & GRAPHING

1. Functions (1) _____
2. Ordered Pairs _____
3. Graphing Functions _____
4. Equations _____
5. Substitution _____
6. Graphing Linear Equations _____
7. Linear Equations _____
8. Slope (1) _____
9. Slope (2) _____
10. Intercepts _____
11. Y-intercepts _____
12. More Graphs _____
13. Systems of Equations _____
14. Inequalities _____
15. More Inequalities _____
16. Functions (2) _____
17. Quadratic Equations _____
18. Substitution in Quadratic Equations _____
19. Graphing Quadratic Equations _____
20. Quadratic Inequalities _____

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TWX 910 373 1108

Student Checklist
Introduction to Algebra

NAME _____ DATE _____ TEACHER _____

Introduction to Algebra has 91 lessons, which are organized into eight chapters; the last lesson in each chapter is a chapter test. You will need your Introduction to Algebra textbook at the terminal for all of the lessons except the chapter tests. You may use scratch paper to work the exercises.

This checklist is for your own use, to help you keep track of the lessons you have already completed.

CHAPTER I. BASIC NUMBER PROPERTIES

Lesson	Title	
1	Order of Operations	_____
2	Order of Operations	_____
3	Variable Expressions	_____
4	Two Properties of Real Numbers	_____
5	Distributive Property	_____
6	The Number Line	_____
7	The Number Line	_____
8	Addition of Real Numbers	_____
9	Adding Variable Expressions	_____
10	Multiplication of Real Numbers	_____
11	Multiplying Variable Expressions	_____
12	Subtraction	_____
13	Subtracting Variable Expressions	_____
14	Reciprocals	_____
15	Division of Real Numbers	_____
16	Simplification	_____
17	Test on Chapter I	_____

CHAPTER II. EQUATIONS AND INEQUALITIES

Lesson	Title	
18	Open Sentences	_____
19	Equations (EPA Rule)	_____
20	Using EPA	_____
21	Equations (EPM)	_____

CHAPTER II, cont.

Lesson	Title	
22	Using EPM	_____
23	Using Both EPA and EPM	_____
24	More Equations	_____
25	And More Equations	_____
26	Formulas	_____
27	Inequalities and IPA	_____
28	Inequalities and IPM	_____
29	Using Both IPA and IPM	_____
30	Word Problems	_____
31	Test on Chapter II	_____

CHAPTER III. GRAPHING

Lesson	Title	
32	Equations and Inequalities of One Variable	_____
33	Conjunctions and Disjunctions	_____
34	Cartesian Coordinate System	_____
35	Linear Equations	_____
36	Graphs for Linear Equations	_____
37	Linear Equations	_____
38	Slope, Continued	_____
39	Slope-Intercept Form	_____
40	Linear Inequalities	_____
41	Test on Chapter III	_____

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CHAPTER IV. SOLUTION OF SYSTEMS OF LINEAR EQUATIONS AND INEQUALITIES

Lesson	Title	
42	Systems of Linear Equations	_____
43	More on Graphing	_____
44	Substitution Method	_____
45	Examples Explaining the Substitution Method	_____
46	Addition Method: Basic Idea	_____
47	Addition Method: Steps to Follow	_____
48	Addition Method: A More Complicated Example	_____
49	Systems of Linear Inequalities: Solution by Graphing	_____
50	Systems of Linear Equations and Word Problems	_____
51	Test on Chapter IV	_____

CHAPTER V. POLYNOMIALS

Lesson	Title	
52	Monomials	_____
53	Polynomials	_____
54	Evaluating Polynomials	_____
55	Addition of Polynomials	_____
56	Subtraction of Polynomials	_____
57	Multiplication of Polynomials by Monomials	_____
58	Polynomials × Polynomials	_____
59	Factoring (Monomial)	_____
60	Factoring (Binomial Patterns)	_____
61	Binomial Squares	_____
62	Factoring (Mixed Binomials)	_____
63	Test on Chapter V	_____

CHAPTER VI. POLYNOMIALS AND RATIONAL EXPRESSIONS

Lesson	Title	
64	Review of Factoring	_____
65	Simplifying Rational Expressions	_____
66	Multiplying Rational Expressions	_____

CHAPTER VI. cont.

Lesson	Title	
67	Dividing Rational Expressions	_____
68	Equivalent Rational Expressions	_____
69	Addition of Rational Expressions	_____
70	Subtraction of Rational Expressions	_____
71	Test on Chapter VI	_____

CHAPTER VII. EXPONENTS AND RADICALS

Lesson	Title	
72	Exponents	_____
73	Exponent Rules: Different Bases	_____
74	Problems Using More Than One Exponent Rule	_____
75	Square Root	_____
76	Simplification of Square Root Expressions	_____
77	Square Root: Addition and Subtraction of Like Square Root Expressions	_____
78	Changing Expressions to Like Square Root Expressions	_____
79	Square Roots: Multiplication	_____
80	Square Roots and Multiplication, continued	_____
81	Square Roots: Division	_____
82	Rationalizing the Denominator	_____
83	Test on Chapter VII	_____

CHAPTER VIII. QUADRATIC EQUATIONS

Lesson	Title	
84	Definition and Standard Form	_____
85	Solution by Factoring: Basic Principle	_____
86	Factoring Method	_____
87	Completing the Square	_____
88	Solution by Completing the Square	_____
89	Solution by the Quadratic Formula	_____
90	Quadratic Equations and Word Problems	_____
91	Test on Chapter VIII	_____

CCC

FUNDAMENTALS OF ENGLISH

Student Checklist

NAME _____ DATE _____ TEACHER _____

Fundamentals of English has 57 lessons, which are organized into six topics, or chapters. Each topic covers one broad area of English usage, such as correcting run-on sentences or using the correct past form of a verb. The last lesson in each topic is a topic test.

This checklist is for your own use, to help you keep track of which lessons you have already completed.

CHAPTER 1. Sentence Elements

Lesson	Title	
1	Nouns	_____
2	More Nouns	_____
3	Pronouns	_____
4	More Pronouns	_____
5	Action Verbs	_____
6	The Complete Sentence	_____
7	Linking Verbs	_____
8	The Verb Phrase	_____
9	Complete Subjects and Predicates	_____
10	Chapter Test: Sentence Elements	_____

CHAPTER 2. Sentence Fragments

Lesson	Title	
11	The Complete Sentence	_____
12	The Complete Sentence	_____
13	The Phrase	_____
14	The Phrase	_____
15	The Phrase	_____
16	The Phrase	_____
17	The Clause	_____
18	Dependent Clauses	_____
19	Dependent Clauses	_____
20	Dependent Clauses	_____
21	Chapter Test: Sentence Fragments	_____

CHAPTER 3. Run-On Sentences

Lesson	Title	
22	The Compound Sentence	_____
23	The Compound Sentence	_____
24	Recognizing Run-Ons	_____
25	Correcting Run-Ons	_____
26	Writing Good Compound Sentences	_____
27	Chapter Test: Run-On Sentences	_____

CHAPTER 4. Using Verbs Correctly

Lesson	Title	
28	*Come, Run*	_____
29	*Do, See, Go*	_____
30	*Ring, Sing*	_____
31	*Throw, Grow, Blow, Know, Fly*	_____
32	*Sink, Drink, Begin*	_____
33	*Bring, Think, Catch*	_____
34	*Take, Give, Break, Choose, Speak*	_____
35	*Write, Tear, Drive, Fall, Eat*	_____
36	*Sit* and *Set*	_____
37	*Lie* and *Lay*	_____
38	Chapter Test: Using Verbs Correctly	_____

COMPUTER CURRICULUM CORPORATION

CHAPTER 5. Double Negatives

Lesson	Title	
39	Avoiding Double Negatives	_____
40	Avoiding Double Negatives	_____
41	Avoiding Double Negatives	_____
42	Avoiding Double Negatives	_____
43	Avoiding Double Negatives	_____
44	Chapter Test: Double Negatives	_____

CHAPTER 6. Subject-Verb Agreement

Lesson	Title	
45	Subject-Verb Agreement with Nouns	_____
46	Subject-Verb Agreement with Pronouns	_____
47	Subject-Verb Agreement with *Be*	_____
48	Subject-Verb Agreement with *Have*	_____
49	Subject-Verb Agreement with *Do*	_____
50	Questions	_____
51	Intervening Phrases	_____
52	Plurals that Don't Add *S*	_____
53	Special Nouns	_____
54	Compound Subjects	_____
55	Special Pronouns	_____
56	*Here* and *There*	_____
57	Chapter Test: Subject-Verb Agreement	_____

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Practical Reading Skills
Student Checklist

Use this checklist to keep track of your progress in the course. At the end of each lesson, your score will be displayed on the screen. Copy the number of exercises CORRECT and the number of exercises ATTEMPTED. Also copy the PERCENT score for each lesson.

Name _____ Date _____ Teacher _____

	Exercises Correct/Attempted	Percent Score
INTRODUCTION MODULE (IN)		
1. Introductory Lesson	_____	_____
ENTERTAINMENT MODULE (EN)		
1. Fun at Lincoln Zoo	_____	_____
2. Reading a TV Schedule	_____	_____
3. Ordering from Peppy's Pizzeria Menu	_____	_____
4. Riding in the Charity Bike Race	_____	_____
5. Selecting a Movie	_____	_____
6. Camping at Cedar Lake Recreation Area	_____	_____
7. Playing in the Park District's Football League	_____	_____
8. Joining a Music Tape Club	_____	_____
9. Module Review Lesson	_____	_____
• Module Score for ENTERTAINMENT	_____	_____
HEALTH AND NUTRITION MODULE (HN)		
1. Reading a Medicine Label	_____	_____
2. Family Fitness Center	_____	_____
3. Making Chocolate Chip Cookies	_____	_____
4. Reading a Food Label	_____	_____
5. Reading a Dog Food Label	_____	_____
6. Reading a Product Label and Warning	_____	_____
7. Checking for Home Safety	_____	_____
8. Module Review Lesson	_____	_____
• Module Score for HEALTH AND NUTRITION	_____	_____
INFORMATION SOURCES MODULE (IS)		
1. Emergency Numbers	_____	_____
2. Telephone Directory White Pages	_____	_____
3. Telephone Directory Yellow Pages	_____	_____
4. Newspaper Index	_____	_____
5. Newspaper Weather Report	_____	_____
6. Using the Library	_____	_____
7. Module Review Lesson	_____	_____
• Module Score for INFORMATION SOURCES	_____	_____

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27 [illegible] (1/85)

TRANSPORTATION MODULE (TR)

1. Using a Store Directory _____ _____
2. Bicycle Safety _____ _____
3. Understanding Time Zones _____ _____
4. Florida Vacation Centers _____ _____
5. Reading a Bus Schedule _____ _____
6. Big Muddy Trail System _____ _____
7. Lake of Egypt Recreation Area _____ _____
8. Module Review Lesson _____ _____
* Module Score for TRANSPORTATION _____ _____

CONSUMER SKILLS MODULE (CS)

1. Reading Classified Ads _____ _____
2. Using Store Coupons _____ _____
3. Comparison Shopping _____ _____
4. Reading a Warranty _____ _____
5. Eating at Beefmaster's Steak House _____ _____
6. Ordering by Mail _____ _____
7. Using a Store Catalog _____ _____
8. Ordering from a Catalog _____ _____
9. Module Review Lesson _____ _____
* Module Score for CONSUMER SKILLS _____ _____

STUDY SKILLS MODULE (SS)

1. Applying for a Library Card _____ _____
2. Using a Card Catalog _____ _____
3. Using Reference Sources _____ _____
4. Using a Dictionary _____ _____
5. Information in an Almanac _____ _____
6. Using an Encyclopedia _____ _____
7. Module Review Lesson _____ _____
* Module Score for STUDY SKILLS _____ _____

COMPETENCY TESTS MODULE (CT)

1. Competency Test Number 1 _____ _____
2. Competency Test Number 2 _____ _____
* Module Score for COMPETENCY TESTS _____ _____

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CCC

SURVIVAL SKILLS
Student Checklist

Name _____ Date _____ Teacher _____

This checklist is for your own use, to help you keep track of the lessons you finish and to record your scores. If you are taking only mathematics or only reading exercises, you will not take all of the lessons on this list. The codes (M), (R), or (M,R) beside the lesson names tell you what kind of exercises (mathematics, reading, or both) the lesson contains. You can take a Lesson Review at the end of every lesson and Module Reviews at the end of every module.

HEALTH AND NUTRITION (HN)

	Lesson Score	Lesson Review Score
1. Understanding a Balanced Diet (R)		
2. Planning a Balanced Diet (M,R)		
3. Reading Food Labels (M,R)		
4. Physical Fitness (M,R)		
5. Product Warnings (R)		
6. Reading About Drugs (M,R)		
7. Dangerous Drugs (R)		
8. Home Safety (R)		
9. First Aid (R)		
10. Health and Dental Insurance (R)		

Module Score for Reading: _____
Module Score for Math: _____
Module Review Score for Reading: _____
Module Review Score for Math: _____

CONSUMER SKILLS (CS)

1. Reading Housing Want Ads (R)		
2. Understanding a Rental Agreement (M,R)		
3. Change of Address Form (R)		
4. Understanding a Utility Bill (M,R)		
5. Buying Food Wisely (M,R)		
6. Reading and Converting Recipes (M,R)		
7. Reading Advertisements Critically (R)		
8. Figuring Costs and Discounts (M)		
9. Sales Tax (M)		
10. Understanding a Warranty (R)		
11. Consumer Rights (R)		

Module Score for Reading: _____
Module Score for Math: _____
Module Review Score for Reading: _____
Module Review Score for Math: _____

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(over)

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EMPLOYMENT (EM)

	Lesson Score	Lesson Review Score
1. Sources of Job Information (R)		
2. Writing a Resume (R)		
3. Writing a Letter of Application (R)		
4. Employment Applications (R)		
5. The Job Interview (M,R)		
6. Understanding Paychecks (M,R)		
7. Social Security & Unemployment Insurance (M,R)		
8. Understanding Employee Rights (M,R)		

Module Score for Reading: _____
Module Score for Math: _____
Module Review Score for Reading: _____
Module Review Score for Math: _____

PERSONAL FINANCE (PF)

1. Savings Accounts (M,R)		
2. Checking Accounts (R)		
3. Checkbook Register Records (M)		
4. Understanding Credit (M,R)		
5. Obtaining Credit (M,R)		
6. Borrowing Money (M,R)		
7. Your Credit Rights (R)		
8. Basics of Budgeting (M)		
9. Income Tax Forms & Tables (M,R)		

Module Score for Reading: _____
Module Score for Math: _____
Module Review Score for Reading: _____
Module Review Score for Math: _____

INFORMATION SOURCES (IS)

1. The Telephone Directory (M,R)		
2. The Newspaper (M,R)		
3. The Dictionary and Encyclopedia (R)		
4. The Library (R)		
5. Writing for Information (R)		

Module Score for Reading: _____
Module Score for Math: _____
Module Review Score for Reading: _____
Module Review Score for Math: _____

TRANSPORTATION & ENTERTAINMENT (TE)

1. Map Reading (M,R)		
2. Driving a Car (M,R)		
3. Cost of Driving a Car (M,R)		
4. Transportation Schedules (M,R)		
5. Understanding Menus (M,R)		
6. Entertainment Schedules (M,R)		
7. Joining Clubs & Taking Courses (M,R)		

Module Score for Reading: _____
Module Score for Math: _____
Module Review Score for Reading: _____
Module Review Score for Math: _____

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